DOCUMENT RESUME

ED 171 438 EC 011 190

AUTHOR Matuszek, Paula; Haskin, Christine
TITLE Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77.40.
PUB DATE 78
NOTE 20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Ontario, 1978) ; Best copy available

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Anglo Americans; Black Students; Community Surveys; *Disadvantaged Youth; Elementary Education; *Family Background; Low Achievers; *Mexican Americans; Parental Background; Performance Factors; *Predictor Variables; Reading Habits; Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS Austin Independent School District TX; Texas (Austin)

ABSTRACT

The relationships of various different variables which had been used to define socio-economic status (SES) to achievement for second- and fifth-grade students were examined. Interviews were conducted with 533 parents across the Austin Independent School District to obtain information on job status, age, income, education, attitude toward education, amount of reading in the home, mobility, time spent watching TV, relationships with the school, and the child's preschool, day care and kindergarten experiences. Phone interviews were conducted; those parents not reached by phone were interviewed in person. The initial analysis was a summary of the distribution of the responses. Any item for which more than 90% of the respondents answered the same was not studied further. Either a calculation of the correlation coefficients of each variable related to reading achievement or a calculation of the mean reading achievement scores and an analysis of variance was conducted for the remaining variables. Results were then merged with the achievement scores on the California Achievement Test administered the previous year. In summary, the survey indicated that for the school district, the most consistent indicators of children with lower achievement were those most "traditionally" used for SES--parental income, education, and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. (NQ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171438

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul a Matuszek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

WHO ARE THE DISADVANTAGED AND WHAT SHOULD WE DO FOR THEM? THE RELATIONSHIP OF FAMILY VARIABLES TO ACHIEVEMENT AND SOME IMPLICATIONS FOR EDUCATIONAL PROGRAMMING

PAUL A MATUSZEK
CHRISTINE HASKIN
AUSTIN INDEPENDENT SCHOOL DISTRICT

Paper presented at the annual meeting of the American Educational Research Associati., Toronto, 1978.

RC 011190

Publication Number 77.40

901

APR 1978
ERIC/CRESS
RECEIVED

Who Are the Disadvantaged, and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming

Paula Matuszek and Christine Haskin

ABSTRACT

In the process of studying the achievement of low SES students, the Austin Independent School District found a wide variety of different variables which had been used to define SES and were supposedly related to achievement. In the hope of illuminating these relationships, we carried out a survey of parents across the district to establish income, education, attitude toward education, amount of reading in the home, and a number of other variables. The relationship of these variables to achievement for second-and fifth-grade students is presented, and implications for program planning for disadvantaged children are discussed.

NOTE: Some pages may not reproduce well because of the smallness of their print.

That there is a relationship between socio-economic status (SES) and achievement is hardly a surprise--educators and others have studied this relationship extensively. White recently summarized hundreds of articles addressing this topic (White, 1976). However, when the Austin Independent School District began a study of the achievement of its low SES students, we did not find the multiplicity of articles to be of substantial assistance in deciding which variables should be used to define our low SES population, nor did we find much information with any implications toward planning for such students.

Typically, researchers studying SES have used one of a few variables which can be easily measured and which are commonly accepted as related to, if not definitions of, SES. White reported that the most common indicators were occupation of parents, education of parents and income of family. However a variety of other indicators have at times been used (White lists 44), and it is possible that some of these variables, such as attitude toward education, reading materials in the home, etc, are in fact more useful indications of SES for educational purposes. Many administrators feel that income is the most relevant indicator of SES, and Title I identification criteria are in accord with this view. Parent groups, on the other hand, often feel that home variables are more relevant. Education of the parents probably should not be overlooked, especially in a university city with many relatively poor students whose children nonetheless achieve well. The more we examined the question of which variable was most relevant, the more it became clear we didn't know.

In order to try to resolve this complex tangle, we undertook to survey a sample of parents, obtaining from them information on a large number of different variables related to SES. The survey form is shown in Figure 1; it addresses the traditional variables of education, job status, and income, as well as a variety of other home and home/school variables. In addition a few other variables which have been suggested by research to be linked to achievement were included: day care background, kindergarten background, and time spent watching TV. Some of these variables are the ones most often found in the research. Others were suggested by various groups. A particularly interesting set of items was suggested by the Title I Parent Advisory Council, which wanted information on the relationship between the parent and the school. In addition, some items, such as the ethnicity and grade of the student, were gathered to check our own records.

When the survey form had been designed, a sample of second and fifth graders across the city was selected, and their parents contacted. Initial interviews were carried out by phone where possible; if the parents could not be reached by phone, they were interviewed in person. Of a total sample of 713 parents, 533 were contacted, a response rate of 75%. While this rate is far from ideal, it is as high as we have ever obtained on a parent survey of any kind, and we felt that it was high enough to provide useful results. The results of this survey were then merged with achievement scores on the California Achievement Test administered the previous year, and the relationships of the survey variables to achievement examined.

The initial analysis carried out was simply a summary of the distribution of responses to the survey. For a number of variables, the responses showed almost no variation; any item for which more than 90% of the respondents gave the same answer was not studied further. Variables excluded at this point included whether the student lived at the household contacted, whether the father was working, whether the parents ever visited the school and whether they felt comfortable visiting it, and whether the parents ever helped the child with his homework. To all of these questions, over 90% of the parents responded yes. In addition, categories on some other variables were collapsed to give more reasonable response frequencies.

For the variables remaining, one of two different kinds of analyses were carried out. For the interval variables (such as age of father) and for the binary variables, correlation coefficients of each variable related to reading achievement were calculated. For non-interval variables (such as "What is the main way you hear about what's going on at school?") mean reading achievement scores were calculated and an analyses of variance carried out. The results for the vaiables found significant are shown in Figure 2. Figure 3 shows a summary of significant variables by grade and ethnicity.

The variables used fall into several different categories. The "traditional" variables, such as income, parental education, and job status, were all strongly related to achievement. It is clear that, overall, parents with more education, higher incomes, and higher status jobs tend to have children who are achieving higher, and that each of these variables is a good predictor of achievement. Other related indicators, such as number of hours worked and payment per month for housing, were also related to achievement in some cases, but less strongly.

Of the variables describing the family, none was consistently related to achievement for both grades and all ethnic groups. Relationship of male head of household to student was significant; examination of the means suggests that the distinction lies in whether there is a father or step-father in the house, as opposed to grandfather, other male, or non male head of household at all. The other variable which showed a strong relationship to achievement was the number of children 17 and under in the household; students from households with more children tended to have lower achievement.

Variables describing the respondent's feelings toward education showed a significant relationship to achievement in most cases. Overall, the higher the parent's aspirations for the child, the higher the child's achievement. On the other hand, parents who reported that school was the most important thing in preparing their child for life had children who made lower achievement scores than those who saw both advantages and disadvantages to a strong stress on education. In general, the items in this category do suggest that the attitude of parents toward schooling is related to their child's achievement, although not so consistently nor as "cleanly" as the more traditional variables examined above.

Variables describing reading materials and activities in the household also tended to be related to achievement, especially at the fifth grade level. How much reading the child does, whether the household subscribes to the newspaper, whether the respondent enjoys reading books for pleasure, and the

amount of reading done by the male head of household all indicate that more reading in the home is related to better achievement at school.

Female head of household reading is related to achievement; however, the direction of the relationship is not as clearcut as for the other variables. Overall, the relationship is more consistent at fifth grade than at second. Again, however, this set of variables is clearly relevant to the consideration of what affects achievement.

The other home factor examined was mobility. Questions which dealt with this directly, such as how many schools the student has attended, and questions which relate to mobility, such as whether the address we have in our files (which was given by the parent when the child enrolled) is correct, were examined. Overall, there was little significant relationsip between mobility and achievement. There is some indication that higher mobility is related to lower achievement, but the relationship was not strong, and it held at only a few ethnic/grade combinations.

Although preschools, daycare and kindergarten experiences are not variables normally considered to be indicators of SES, they <u>are</u> of substantial interest to educators of low SES and Title I students. The items regarding these topics were asked as much to give AISD some information on a group of children in these areas as because we thought they would contribute to the identification of disadvantaged children. Both preschool and kindergarten experience did seem to be slightly related to a child's higher achievement later on; which kind of experience was most valuable was not clear. These relationships were much stronger for Anglo children than for Black or Mexican-American students.

Variables about the child's relationships with the school were not generally significant. Amount of homework, whether the respondent thinks the child is learning the most important things, and whether the student has homework were essentially unrelated to achievement. Even how the respondent thinks the child is doing in school was unrelated to achievement in second grade, although by fifth grade there was a relationship. It is somewhat startling to find that a parent's estimate of how well his child is doing is not related to that child's achievement scores; it suggests a problem area which should be addressed.

The relationship of parents to the school was somewhat more related to the child's achievement. Overall, information about the parent's visits to the school and the parent's information about the school did tend to be related to their child's achievement. The Title I Parent Advisory Council had felt that how comfortable a parent feels visiting the school would be an important variable; however, 93% of the parents reported feeling very comfortable, and this variable was not analysed further. The relationships of parent and school variables to achievement were somewhat more consistent for minorities than for Anglos.

Finally, another variable which was included not because it assess SES but because of hypotheses regarding its relationship to achievement: very little relationship was found between achievement and number of hours the parent estimated that the child watches television.

Overall, then, a number of conclusions can be reached concerning the identification of low SES students by the school district. If the purpose is to provide extra assistance to children more likely to need it (as in this case), the traditional identifiers of income, parent education and parent job status work well—they are consistently related to achievement for both second and fifth grades, and for all three ethnic groups studied. Furthermore, the relationship is strong and in a clear direction. None of the other variables studied had as consistent and clear a relationship to achievement. Income information in particular is often available in application for free lunch programs and other school services. Except under extraordinary circumstances, there does not seem to be a strong reason for a school district to go beyond these variables in its usual identification process.

There are other variables which are strongly related to achievement, however. Reading in the home is strongly related to achievement at the fifth grade level; the correlation between hours a student reads and his achievement is one of the highest found. While it should not be inferred that if a child reads more he will then improve his reading achievement, these data do suggest a possible focus for a parental involvement program. The data on parents' relationships with the schools also suggest the need for parental involvement in programs such as Title I. Again, the results need to be interpreted with caution, since it is just as reasonable to assume that the parent of a child doing well is more likely to visit the school than the parent of a child doing poorly as it is to assume that the child of a parent who visits often will learn more.

Some variables which were not strongly related to achievement also have implications for educating low SES students. The results of preschool and kindergarten attendance were slight and limited largely to Anglo students. Although much more extensive data regarding the effect of preschool programs has of course been gathered, there is some indication that in Austin at least such programming should be of lower priority. Likewise, although the high mobility of low SES students is often stated to be a problem, these data do not suggest that it is one of the factors affecting achievement.

In summary, this survey indicated that for our school district, the most consistent indicators of children with lower achievement were those most "traditionally" used for SES--parental income, education and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. However, for purposes of determining what kind of program to provide for low SES students, it is interesting to note that amount of reading in the home and degree of contact between the parents and the schools both tended to have a relationship to achievement, as did parent attitude toward education. While the direction of causation for these variables is unclear, they might provide a productive focus for a parental involvement program.

Hello, I'm_____. We're conducting a survey for the Austin schools of parents of Austin school children, and [STUDENT'S NAME]'s home has been selected to be included in our survey. I need to ask his/her mother or father a few questions, if I may. If not, I need to talk with an adult who is responsible for his/her care...

1. First, may I get your name?_____

2. And how are you related to [STUDENT]? (2) MOTHER.....1
FATHER.....2
AUNT.....3
UNCLE.....4
GRANDMOTHER.....5
GRANDFATHER.....6
STEPFATHER.....7
STEPMOTHER.....8
OTHER.....9

3. I have the address as [READ ABOVE ADDRESS]--is that correct? IF NO, WHAT IS CORRECT ADDRESS? (3) YES.....1
NO.....2

_____

4. And may I check that [STUDENT] does live here? (4) YES.....1
NO.....2

5. [PERSONAL INTERVIEWS ONLY] And, do you have a telephone here? WHAT IS THE #_____ (5) YES.....1
NO.....2

Next, I need to ask about the people living in your household, starting with the male-head-of-household.

6. First, his name_____

7. And how old is he? (7) AGE.....___

8. And his relationship to [STUDENT]? (8) FATHER.....1
UNCLE.....2
GRANDFATHER.....3
STEPFATHER.....4
OTHER.....5

IF NATURAL FATHER, SKIP TO QUESTION # 11

9. [IF NOT NATURAL FATHER, ASK] Is [STUDENT]'s natural father alive? (9) YES.....1
NO.....2

10. Does he contribute to [STUDENT]'s support? (10) YES.....1
NO.....2

11. Is [MALE HEAD] working now, laid off, retired and not working, disabled, or what? (11) WORKING NOW.....1
TEMPORARILY LAID OFF...2
RETIRED.....3
DISABLED.....4
UNEMPLOYED/LOOKING.....5
OTHER.....6

EXPLAIN "OTHER"_____

_____

12. What kind of work does/did he do?

_____ (12) JOB CODE.....___

13. And what kind of business is that in?

_____

14. [IF WORKING NOW, ASK] About how many hours does he work a week? (14) HOURS PER WEEK.....___

15. How much formal education has [MALE HEAD] completed? (15) 8 GRADE OR LESS.....1
SOME HIGH SCHOOL.....2
HIGH SCHOOL GRAD.....3
TECH/VOC SCHOOL.....4
SOME COLLEGE.....5
COLLEGE GRADUATE.....6
SOME GRAD. WORK.....7
GRADUATE DEGREE.....8

Now, about the female head-of-household...

Figure 1: FINAL SURVEY FORM

16. First, her name?_____

17. And her age? (17) AGE.....___

18. How is she related to [STUDENT]? (18) MOTHER.....1
STEPMOTHER.....2
AUNT.....3
GRANDMOTHER.....4
OTHER.....5

IF NATURAL MOTHER SKIP TO QUESTION # 21

19. [IF NOT NATURAL MOTHER, ASK] Is student's natural mother alive? (19) YES.....1
NO.....2

20. Does she contibute to [STUDENT]'s support? (20) YES.....1
NO.....2

21. Is [FEMALE HEAD] a housewife, working, retired, or what: (21) HOUSEWIFE.....1
WORKING NOW.....2
LAID OFF.....3
RETIRED.....4
DISABLED.....5
UNEMPLOYED/LOOKING.....6
OTHER.....7

22. What kind of work does/did she do?

_____ (22) JOB CODE.....___

23. And what kind of business is that in?

_____

24. [IF WORKING NOW, ASK] About how many hours a week does she work? (24) HOURS PER WEEK.....___

25. How much formal education has [FEMALE HEAD] completed? (25) 8 GRADES OR LESS.....1
SOME HIGH SCHOOL.....2
HIGH SCHOOL GRAD.....3
TECH/VOC SCHOOL.....4
SOME COLLEGE.....5
COLLEGE GRADUATE.....6
SOME GRAD WORK.....7
GRADUATE DEGREE.....8

26. Can you tell me the ages of the other people living in your household? (26) AGE.....___
AGE.....___
AGE.....___
AGE.....___
AGE.....___
AGE.....___
AGE.....___

27. In all, then, how many people 18 or older live in your household? (27) NUMBER.....___

28. And how many children 17 or younger live in your household? (28) NUMBER.....___

29. Do you own your home, or are you currently renting? (29) OWN/BUYING HOME.....1
RENTING.....2
OTHER.....3

30. What type of residence is that? (30) HOUSE.....1
APARTMENT.....2
DUPLEX.....3
TOWNHOUSE.....4
MOBILE HOME.....5
OTHER.....6

31. How long have you lived in Austin? (31) ALL MY LIFE.....0
NUMBER OF YEAR(S).....__

32. Do you mind saying how much you pay per month? (32) $$ PER MONTH....._____

Figure 1 Continued

33. Did [STUDENT] go to a pre-school or day-care before he/she started the first grade?

(33) YES.....1
NO.....2

IF "NO" THEN SKIP TO QUESTION # 36

34. Was that at a center, or in someone's home?

(34) CENTER.....1
HOME.....2
CHURCH.....3
OTHER.....4

35. About how many children were there? [READ LIST]

(35) JUST ONE.....1
2 TO 5.....2
6 TO 10.....3
10 TO 15.....4
MORE THAN 15.....5

36. Did [STUDENT] go to kindergarten before he/she started the first grade?

(36) YES.....1
NO.....2

37. [IF YES, ASK] Was that with the Austin School District, some other school district, or was it a private or church kindergarten?

(37) AUSTIN SCH. DIST.....1
OTHER SCH. DIST.....2
PRIVATE/CHURCH.....3

38. During the past year, has [STUDENT] changed schools?

(38) YES.....1
NO.....2

39. I would like to know all the schools that [STUDENT] has gone to, from the first grade on.

GRADE	SCHOOL

THE INFORMATION FOR THIS QUESTION WILL BE CODED BY AISD AFTER THE SURVEY IS COMPLETE. JUST COMPLETE THE BOX TO THE LEFT.

(39) GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____
GRADE-SCHOOL CODE__-____

40. How would you say [STUDENT] is doing with his/her studies--very well, about average, or is he/she having trouble with his/her school work?

(40) VERY WELL.....1
ABOUT AVERAGE.....2
HAVING TROUBLE.....3

41. IF HAVING TROUBLE ASK: What kind of trouble is he/she having?

_____

_____

42. Overall, how would you rate your child's school--excellent, good, only fair or poor?

(42) EXCELLENT.....1
GOOD.....2
ONLY FAIR.....3
POOR.....4
DON'T KNOW.....5

43. What do you think is probably the most important thing that your child <u>should</u> learn at school?

(43) LEARNING TO LEARN.....1
SOCIAL SKILLS.....2
READING.....3
WRITING.....4
MATH.....5
ALL THINGS IMPORTANT...6
READING, WRIT.,ARITH...7
ATTITUDES.....8
OTHER.....9

44. Do you think that [STUDENT] is learning that in his/her school?

(44) YES.....1
NO.....2
UNSURE.....3
NOT AS WELL AS I'D LIKE.....4

Figure 1 Continued

45. Have you ever visited [STUDENT]'s school? (45) YES.....1
NO.....2

[IF ANSWER IS "NO" SKIP TO QUESTION # 51

46. How many times in the last year? (46) TIMES/YEAR.....____

47. When was the last time you visited his/her school? (47) SEPTEMBER.....1
OCTOBER.....2
NOVEMBER.....3
DECEMBER.....4
JANUARY.....5
FEBRUARY.....6
MARCH.....7
APRIL.....8
MAY.....9
JUNE.....10
LAST DAY OF SCHOOL....11
LAST WEEK OF SCHOOL...12

48. What was the reason for the visit? (48) SOCIAL ACTIVITY.....1
PARENT/TEACHER CONF....2
PTA MEETING.....3
ADMINISTRATIVE.....4

49. Do you feel comfortable visiting the school? (49) YES.....1
NO.....2
SOMETIMES.....3
DON'T KNOW.....4

50. Do you get enough information about [STUDENT]'s school and what's going on there? (50) YES.....1
NO.....2
SOMETIMES.....3
DON'T KNOW.....4

51. What's the main way you hear about what's going on at [STUDENT]'s school? (51) CHILD TELLS PARENTS....1
NOTES FROM SCHOOL.....2
ASK THE TEACHER.....3
TEACHER CONFERENCE.....4
I DON'T.....5
DON'T KNOW.....6
REPORT CARDS.....7
PTA MEETINGS.....8
GOSSIP.....9
OTHER.....10

Next, I'd like to ask a few questions about how [STUDENT] spends his/her time when he/she's not in school...

52. First, does [STUDENT] ever have school work to do at home? (52) YES.....1
NO.....2

IF ANSWER IS "NO" SKIP TO QUESTION # 55

53. About how many hours a week does he/she spend on school work at home? (53) HOURS PER WEEK.....____

54. Do you or someone else in your household ever help him/her with homework? (54) YES.....1
NO.....2

55. About how many hours a week does [STUDENT] watch TV? (55) HOURS PER WEEK.....____

56. About how many hours a week does he/she spend reading or being read to by someone in the household? (56) HOURS PER WEEK.....____

Next, I'd like to ask how <u>you</u> feel about some things...

Figure 1 Continued

57. Some people feel that there's too much emphasis on going to school these days, and children need to learn more practical things. Others feel that going to school is the most important thing to prepare a child for life. What do you think?

(57) TOO MUCH EMPHASIS.....1
PRO/CON.....2
SCHOOL IS THE MOST IMPORTANT THING.....3
DON'T KNOW.....4

58. How much schooling do you think [STUDENT] ought to have to prepare for life?

(58) HIGH SCHOOL.....1
SOME COLLEGE.....2
COLLEGE DEGREE.....3
POST GRAD. DEGREE.....4
AS MUCH AS WANTS.....5
AS MUCH AS AFFORDABLE..6
DON'T KNOW.....7

59. Would you say you personally finished more school than you really need, about the right amount, or do you wish you had finished more education?

(59) MORE THAN NEEDED.....1
ABOUT RIGHT.....2
WISH I HAD MORE.....3
DON'T KNOW.....4

60. On those days when you do read the paper, about how many minutes would you say that you spend reading it?

(60) MINUTES PER DAY..._____

61. Does your household subscribe to the newspaper?

(61) YES.....1
NO.....2

62. About how many hours in an average week do you spend reading magazines?

(62) HOURS PER WEEK....._____

63. Do you enjoy reading books for pleasure?

(63) YES.....1
NO.....2
SOMETIMES.....3

64. How often does [MAN-OF-HOUSE] read a book for pleasure?

(64) ONE PER WEEK.....1
TWO/THREE PER WEEK.....2
ONE PER MONTH.....3
TWO PER MONTH.....4
A COUPLE PER YEAR.....5
NEVER.....6

65. How often does [WOMAN-OF-HOUSE] read a book for pleasure?

(65) ONE PER WEEK.....1
TWO/THREE PER WEEK.....2
ONE PER MONTH.....3
TWO PER MONTH.....4
A COUPLE PER YEAR.....5
NEVER.....6

Finally, in order to analyze the results of our study, I need to ask a couple of more personal questions...

66. How long have you been married or together?

(66) NUMBER OF YEARS....____
IF DIVORCED.....0

67. And, which of the following broad ranges represents your household's total family income for all working members and all other sources before taxes last year--under 5 thousand; 5 to 10 thousand; 10 to 15 thousand; 15 to 20 thousand; over 20 thousand?

(67) REFUSED TO ANSWER.....0
UNDER $5,000.....1
$5,000 TO $10,000.....2
$10,000 TO $15,000.....3
$15,000 TO $20,000.....4
OVER $20,000.....5
DON'T KNOW.....6

68. As a double check of our records, are you Anglo, Mexican-American or Black?

(68) AMERICAN INDIAN.....1
BLACK.....2
ORIENTAL.....3
MEXICAN-AMERICAN.....4
ANGLO.....5

That's the end of our survey. Thank you for helping. Have a nice day.

69. The respondent was

(69) MALE.....1
FEMALE.....3

70. The primary language of the respondent was

(70) ENGLISH.....1
SPANISH.....2
ENGLISH/SPANISH MIX....3

Figure 1 Continued

ITEM	GRADE 2nd X or r	N	5th X or r	N
How is respondent related to student?				
a. Mother			50.2	176
b. Father	NS		48.3	42
c. Other			43.9	25
Is address from school records correct? (1=yes, 2=no)	-.21	209	NS	
How old is male head of household(HOH)?	-.17	160	NS	
What is relationship of male HOH to student?				
a. Father	62.4	128	51.7	150
b. Stepfather	60.5	20	43.3	20
c. Other	47.8	11	76.1	6
d. None present	48.2	58	43.8	68
What is job classification of male HOH? (high status jobs are rated highest)	+.43	169	+.49	181
How many hours a week does he work?	NS		+.28	169
How much education has male HOH completed?				
a. 8th grade or less	41.2	18	37.7	16
b. some high school	51.6	15	35.4	41
c. high school graduate	56.0	43	49.5	35
d. tech/voc school	60.5	5	55.2	8
e. some college	63.6	40	58.5	38
f. college graduate	72.7	21	67.4	15
g. some graduate work	66.6	4	71.0	12
h. graduate degree	74.0	21	65.2	12
How old is female head of household?	-.25	215		
What is job classification of female HOH? (high status jobs are rated highest)	+.61	124	+.54	150
How many hours a week does she work?	+.21	114	NS	
How much education has female HOH completed?				
a. 8th grade or less	37.9	29	30.0	14
b. some high school	41.0	36	39.1	48
c. high school graduate	62.2	58	52.4	51
d. tech/voc school	60.6	12	49.8	20
e. some college	66.9	52	60.2	38
f. college graduate	72.0	21	68.1	16
g. graduate work or degree	76.0	6	65.5	16

Figure 2: RELATIONSHIP OF ACHIEVEMENT TO VARIABLES ON SURVEY. Relationship of scores on the California Achievement Test, Reading Total, to questions on the survey. For nominal variables, means and Ns are given. For interval variables and binary variables, correlation coefficients and Ns are given. If relation is not significant, NS is indicated.

ITEM	GRADE 2ND $\bar{X}$ or r	N	5TH $\bar{X}$ or r	N
How many people 18 or over in household?	+.17	217	NS	
How many people 17 + younger in household?	-.50	217	-.38	237
Do you own home or rent?				
a. Own	62.3	146	51.8	167
b. Rent	47.8	68	43.5	69
What type of residence is that?				
a. house	59.6	177		
b. apartment	39.9	18	NS	
c. duplex	49.6	13		
d. other	68.0	9		
How long have you lived in Austin?	NS		+.14	171
How much do you pay per month?	+.45	166	+.42	171
Did student go to preschool or daycare? (1=yes, 2=no)	-.17	213	-.28	237
Was that at a center, or someone's home. or what?				
a. center	56.5	79	50.2	78
b. church	64.6	28	58.8	44
c. home or other	73.6	21	51.4	16
d. none	52.8	89	44.1	100
Did student go to kindergarten? (1=yes, 2=no)	-.22	209	NS	
What kind of kindergarten?				
a. Austin school district	56.6	125		
b. Other school district	56.4	30	NS	
c. private/church	70.0	35		
d. none	50.5	27		
Has student changed schools during the past year? (1=yes, 2=no)	+.28	208	NS	
Overall, how would you rate your child's school?				
a. excellent	60.3	78	52.1	74
b. good	60.7	98	49.9	120
c. only fair	45.4	35	48.3	31
d. poor	39.6	3	23.3	8
What is the most important thing your child should learn in school?				
a. learning to learn	70.0	13	58.6	8
b. social skills	57.8	22	37.8	16
c. reading	61.7	40	49.3	44
d. math	38.9	6	44.4	13
e. all things important	55.7	26	42.9	9
f. reading, writing, arith.	60.3	37	53.8	49
g. attitudes	43.3	8	49.3	21
h. other	55.8	35	52.7	27

Figure 2 Continued

ITEM	GRADE 2ND $\bar{X}$ or r	N	5TH $\bar{X}$ or r	N
Is student learning most important thing?				
a. yes	58.2	170		
b. no	51.2	12		
c. unsure	65.8	11	NS	
d. not as well as I'd like	59.9	18		
How many times last year did you visit student's school?	+.18	198	+.31	220
When was the last time you visited?				
a. Sept. to Feb.	42.7	12	47.6	9
b. March	70.1	16	38.4	19
c. April	62.7	42	52.6	28
d. May	58.3	83	52.6	93
e. Last day or week, June	56.7	29	52.8	64
What was the reason for the visit?				
a. social activity	62.3	63	54.2	78
b. parent/teacher conference	53.9	93	46.9	97
c. PTA meeting	55.8	9	52.0	27
d. administrative	66.7	19	53.2	6
Do you get enough information about student's school and what's going on there?				
a. yes	58.9	168		
b. no	63.3	22	NS	
c. sometimes	49.5	18		
How do you hear about what is going on at student's school?				
a. from student	64.7	43	51.2	59
b. notes from school	50.8	61	47.0	41
c. from teacher	61.6	19	46.9	51
d. other	56.0	41	49.9	27
About how many hours a week does student spend reading or being read to?	NS		+.52	219
Is school the most important thing to prepare a child for life?				
a. most important thing	53.7	150		
b. pro/con	66.2	62	NS	
c. too much emphasis or don't know	73.0	4		
How much schooling do you think student should have?				
a. high school	48.4	52	41.9	70
b. some college	55.6	25	48.6	52
c. college degree	65.4	24	61.0	61
d. as much as wants	58.3	54	44.4	35

Figure 2 Continued

ITEM	GRADE 2ND $\bar{X}$ or r	N	5TH $\bar{X}$ or r	N
Do you feel you had too much education, not enough, or about the right amount?				
a. more than needed	67.3	3	71.7	9
b. about right	72.7	39	61.7	31
c. wish I had more	53.9	172	46.8	195
Does your household subscribe to the newspaper? (1=yes,2=no)	-.29	217	-.44	233
About how many hours a week do you spend reading magazines?	NS		+.13	227
Do you enjoy reading books for pleasure?				
a. yes	60.0	161	51.9	169
b. no	54.1	31	47.5	42
c. sometimes	47.3	25	38.4	22
How often does male HOH read a book for pleasure?				
a. two or three/week	66.0	17	59.4	21
b. one/week	68.1	30	51.6	6
c. two/month	66.3	5	56.6	10
d. one/month	59.5	25	53.1	41
e. a couple/year	58.4	21	52.7	31
f. never	54.4	35	40.9	39
How often does female HOH read a book for pleasure?				
a. two or three/week	66.5	17	42.9	29
b. one/week	52.5	51	49.7	43
c. two/month	52.4	18	59.8	27
d. one/month	65.3	49	51.0	54
e. a couple/year	61.8	29	43.6	25
f. never	51.2	29	46.1	31
What is the family income range?				
a. Under $5,000	34.5	31	36.9	34
b. $5,000-$10,000	55.2	33	39.9	36
c. $10.000-$15,000	58.3	53	50.8	54
d. $15,000-$20,000	68.7	46	60.7	33
e. over $20,000	68.1	39	64.5	31

Figure 2 Continued

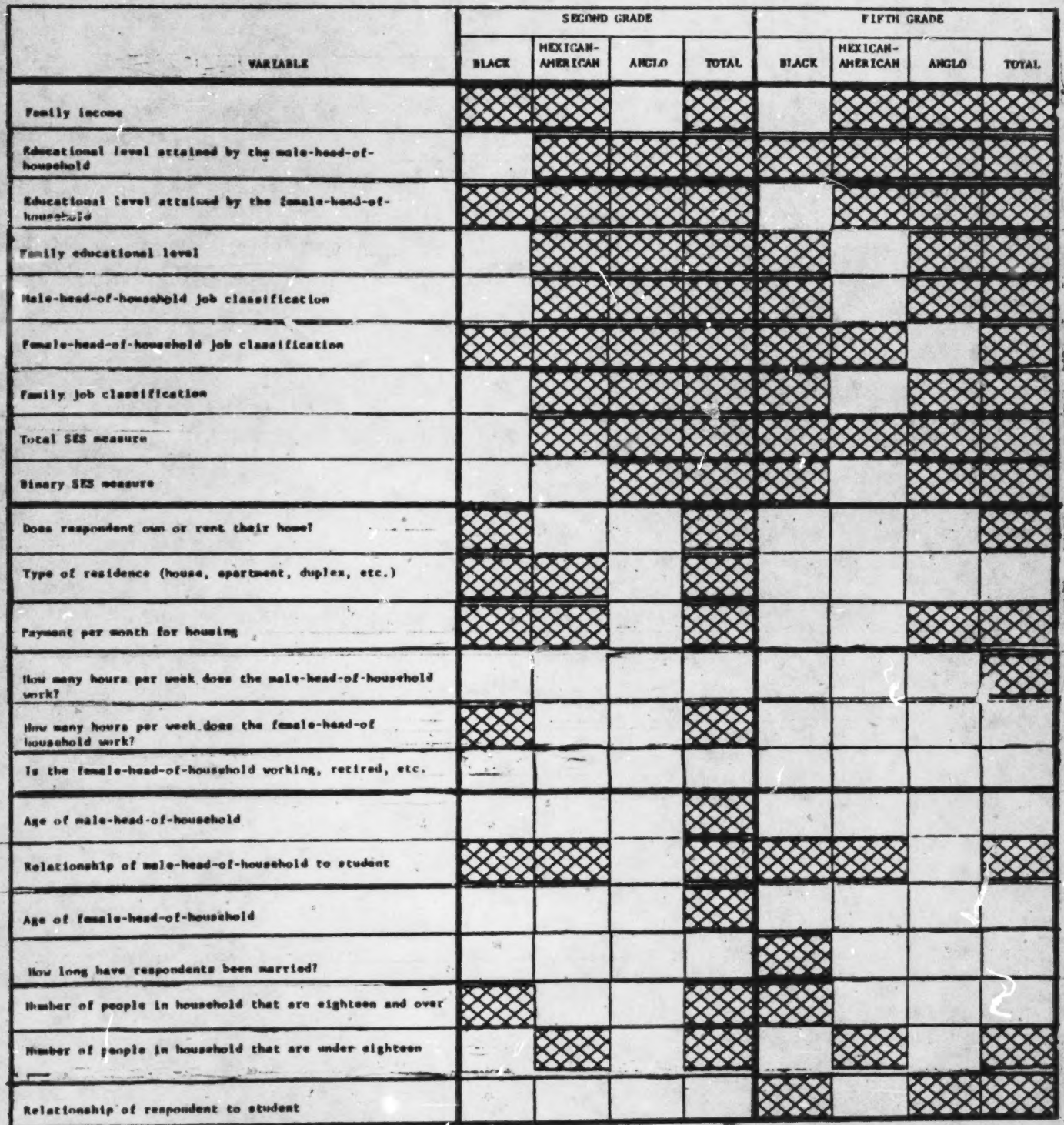

Figure 3: PATTERNS OF RELATIONSHIPS BETWEEN ACHIEVEMENT AND SURVEY VARIABLES. Cross-hatched squares indicate relationships significant at the .05 level for the ethnic group and grade indicated. Variables were items from survey and the Reading Total score from the California Achievement Test.

VARIABLE	SECOND GRADE				FIFTH GRADE			
	BLACK	MEXICAN-AMERICAN	ANGLO	TOTAL	BLACK	MEXICAN-AMERICAN	ANGLO	TOTAL
What respondent thinks is the most important thing to learn in school	■			■	■			■
Respondent's rating of the importance of education			■	■	■			
How much schooling respondent thinks student needs to prepare for life		■		■	■	■	■	■
Did respondent feel he/she had enough education?			■	■	■			■
How many minutes per day does respondent spend reading the newspaper?		■					■	
Does respondent subscribe to a newspaper?				■	■	■	■	■
How many hours per week does respondent read magazines?								■
Does respondent enjoy reading books for pleasure?				■		■	■	■
How often does the male-head-of-household read books for pleasure?		■		■		■	■	■
How often does the female-head-of-household read books for pleasure?				■	■	■	■	■
Hours per week student reads or is read to		■			■	■	■	■
How long has respondent lived in Austin?	■							■
Is the address that we have one our files correct?	■			■		■		
Has the student changed schools in the past year?	■			■				
Number of schools student has attended								
Did the student go to preschool of day-care?	■			■	■		■	■
What kind of preschool did the student attend?				■			■	■
How many children were in the preschool?							■	
Did the student go to kindergarten?				■			■	
What kind of kindergarten did the student attend?				■	■		■	■

Figure 3 Continued

VARIABLE	SECOND GRADE				FIFTH GRADE			
	BLACK	MEXICAN-AMERICAN	ANGLO	TOTAL	BLACK	MEXICAN-AMERICAN	ANGLO	TOTAL
How well does respondent think that student is doing in school?			▨		▨	▨	▨	▨
Does respondent think that student is learning that?		▨		▨		▨		
Does the student have homework?						▨		
How many hours per week does student spend on homework?								
How many times did the respondent visit student's school during the past year?		▨		▨			▨	▨
When was the last time that the respondent visited the student's school?	▨	▨		▨	▨	▨		▨
What was the reason for the visit?				▨			▨	▨
Does the respondent get enough information about the student's school?		▨		▨				
What is the main way the respondent gets information?		▨		▨	▨	▨		▨
Number of hours per week that the student watches TV						▨		

Figure 3 Continued

REFERENCE

White, Karl Raymond. The Relationship Between Socioeconomic Status and Academic Achievement. University of Colorado, 1976.